DOCUMENT RESUME

ED 083 208 SP 007 404

AUTHOR	Byers, Libby; Halpern, Betty
TITLE	Proposal for an External Degree Program Master of Arts in Education (Concentration in Early Childhood and Special Education).
INSTITUTION	California State Coll. - Sonoma, Rohnert Park.
PUB DATE	1 Jun 73
NOTE	21p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Degrees (Titles); *Masters Degrees; *Program Descriptions; *Teacher Education
IDENTIFIERS	*Master of Arts in Teaching

ABSTRACT

This program was written by faculty at California State College, Sonoma, and is now in its second semester with 79 students enrolled. Admission requirements are a baccalaureate and a teaching position (paid or volunteer) with young children. Seminars are held in the local communities and coursework assignments are individually arranged to fulfill goals that are mutually determined by the classroom teacher and the college faculty. During the summer, students combine conference seminars with field observations of programs other than their own. The possibility of participating in a graduate program in their local community and keeping their jobs makes the program particularly attractive. Interim evaluations indicate that the strength of the program is in its modules of 11 students to each faculty member. (Author/JB)

ED 083208

PROPOSAL FOR AN EXTERNAL DEGREE PROGRAM
MASTER OF ARTS IN EDUCATION
(CONCENTRATION IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION)

CALIFORNIA STATE COLLEGE, SONOMA

Submitted by

Ms. Libby Byers, Assistant Professor of Education
Dr. Betty Halpern, Associate Professor of Education

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Revised June 1, 1973

SP 007 404

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PROPOSAL FOR AN EXTERNAL DEGREE PROGRAM

1. NAME OF COLLEGE

California State College, Sonoma

2. MAJOR TO BE OFFERED

M.A. in Early Childhood Education and Special Education

3. IS THE MAJOR IN THE ACADEMIC MASTER PLAN?

An M.A. in Education is authorized for Sonoma. The proposed M.A. in Early Childhood Education is not.

4. WHICH DEPARTMENT(S) OR SCHOOL(S)?

This program will be offered by the Department of Education.

5. AUTHORS

Libby Byers
Betty Halpern
Brian Shears

6. GOALS OF THE PROJECT

a. Purpose: To provide an M.A. program for teachers currently employed in the Marin County-Southern Sonoma County and Napa-Vallejo-Fairfield areas.

b. Identified needs: At this writing there are about 100 documented requests from Marin County, Vallejo, Petaluma, Santa Rosa and Napa and other individuals who are not affiliated with either group, but are teaching, and interested in the program. Most of the teachers in the Vallejo area are working in Children's Centers. About 20% of them are Black; three are from the Phillipines; and two recent inquiries are from men who are teaching in the primary grades. Almost all of the applicants from Marin have credentials and are teaching in kindergartens with less than 5% members of ethnic minorities. In both communities, those who do not have credentials do have Children's Center Permits. All have B.A.'s.

It should be emphasized that the request for the program was initiated by the local communities, particularly in Vallejo and Marin. The State College thrust for External Degree programs is coincidental with requests, made for courses of study in the field. This proposal is as much a response to the counties served by California State College, Sonoma, as it is a response to the Commission to develop viable off-campus degree programs.

In addition, the implementation of the Senate Bill 834 creates a need for manpower development in the area of Early Childhood Education for normal and developmentally disabled children. The need for Early Childhood Educators is further emphasized by the Wilson Riles' Task Force recommendations as recently implemented by the California State Legislature. A

Master's degree in Marin and Vallejo would enable persons working in a public school district to receive an increased salary increment and in many cases to move up a career ladder, e.g. a lead teacher in an instructional team, a district resource person, or a developer of model programs.

Another need for the M.A. program is shown by the trend in education to integrate developmentally disabled children into the regular classroom, thereby requiring new competencies for the experienced teachers. These teachers are eager for additional career development opportunities, but find the cost of leaving their employment for resident programs, prohibitive. In some cases the economic hardship of taking a leave of absence is insurmountable for single women with families to raise. The spectre of 13,000 teachers unemployed in the Bay Area creates a justifiable anxiety about job security, especially when the job one holds has no security. In reference to the widespread unemployment among trained teachers, it has been said that the colleges could best serve the community by enhancing the skills of those presently in classrooms.

Still another need for an external degree program is inherent in the distances working people need to travel to classes on the college campus. In the Vallejo area a minimum of two hours of travel time is required for attendance on campus--this, after a full day of strenuous work with young children. Baby sitting, longer separation from their families, and automobile expenses make their aspirations unattainable. It may be argued that some students do manage to hold jobs and commute to campus for courses of study; what then does the proposed program have to add to the learning process that cannot be found on campus? The proposed program, as described below incorporates job experience into the academic process. The student's own work site will become the laboratory that is directly related to the theoretical seminars and research studies. It goes beyond receiving credit for work experience, an ad hoc procedure; the student gets credit only if his/her current job performance is exemplary.

c. Intent to Accomplish: First, we hope to give teachers in training additional resources, materials, and techniques to enhance their work with young children. We anticipate the development of a cadre of professionals who will have commitments to integrated classrooms and who will be able to influence and motivate other teachers. With recent legislation for open primary classrooms there will be an increased need for lead teachers who have the necessary skills for working with differentiated staffing patterns, a radical departure from the lone teacher in a self-contained classroom.

Second, we hope to encourage competent and intelligent teachers who ordinarily would consider an M.A. inaccessible to their limited aspirations. Teachers who have anxieties about further academic studies--anxieties somewhat supported by the conventional role of colleges.

Perhaps this external degree can match and encourage working women's growing awareness of their own worth, intelligence and competency as professionals in an extremely complex and developing field. This program, so closely related to their work, will nurture not only additional skills but an appreciation of their contributions to social change, thereby resulting in a greater sense of self and a feeling of autonomy.

Third, students who are amployed by public school districts will receive an increase in salary. The degree may also facilitate movement on a career ladder, e.g. a teacher with an M.A. may become a lead teacher in an instructional team. A credentialed teacher who receives the M.A. may become a resource person in the school district, or become a developer of model programs.

d. Level of Attainment: Graduates from this program should be recognized in terms of performance criteria and content criteria. The performance to be evaluated will be teacher performance as well as pupil performance. At the conclusion of the program, we anticipate that our students will have arrived at the level of Master Teacher in Early Childhood and Special Education. This level will be evidenced in the quality of work in their individual projects, their work with children, and in the scholarship and applicability of their theses.

7. DESCRIPTIVE SUMMARY

Initially, the program will be offered in those areas where there is sufficient interest. The pilot study will be assessed and adjusted to meet other needs in our service area. One of our strong goals is to make the program serve unique and diverse communities, therefore no one model will be arbitrarily imposed upon a participating community. For the initial cycle we plan to enroll students in groups of eleven. We anticipate involving one faculty member for each group of eleven. The coordinator and evaluator will serve in addition to the instructional faculty.

The Program Coordinator

In order to insure continuity and sound administration of the program, the position of coordinator may be held only by full-time resident faculty of the CSCS Early Childhood Education and Special Education faculty. Betty Halpern, Brian Shears and Libby Byers have, at this writing, made commitments to coordinate the program either as teams or on alternate semesters.

The coordinator's responsibilities are as follows:

Liaison between students, faculty, evaluator, Extension Department and other campus personnel

Logistics:

Classroom sites
Seminar locations
Faculty field offices
Resources (e.g. library) centers
Planning meetings with faculty
students
evaluator
Faculty planning sessions
Class schedules
Orientation sessions
Admission procedures
Evaluation procedures (with evaluator)
Resource sites

Record keeping
Budget management
Faculty recruitment (with committee)
Monitoring program:
- At least two site visits per month in each community.
- At least two presentations per semester at seminar in each community. The presentation will include student/coordinator interaction.
- Faculty meetings in communities
- Review of student project work

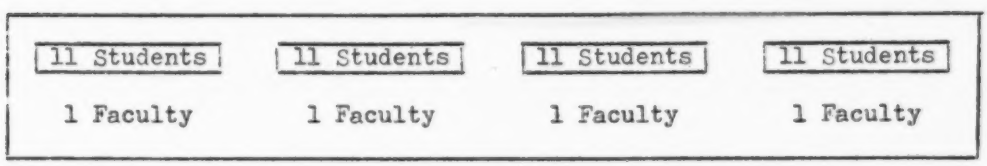
Approve evaluation procedure
Prepare semester and end-of-program summaries

Teaching Strategy

Faculty will be assigned to groups of eleven students located in geographical proximity. On occasion, communities and groups within an area will combine. The main focus of this pilot study is the observation the college representative makes in the field, e.g. Day Care Center, Nursery School, Primary Classroom. From this focus will come the individualized study program for each student and the core of all the seminars offered, e.g. Child Development will concern itself with individual case studies; Curriculum courses will be geared to new curricula and instructional strategies. The faculty in both programs will also meet to discuss progress, share ideas, coordinate, stimulate and evaluate.

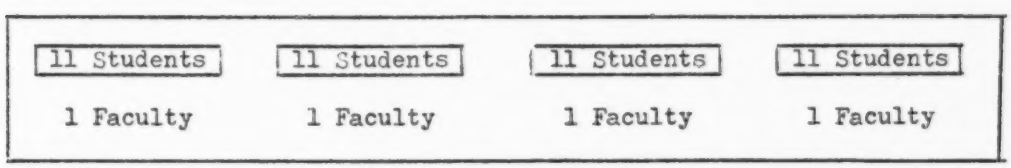
Paradigm of Pilot Program:

NAPA-VALLEJO-FAIRFIELD:



Coordinator

MARIN-SOUTHERN SONOMA:



Note: The exception to the paradigm will be during the summer sessions when students will need to arrange to attend six-week sessions on campus.

Faculty Schedule:

In each broad geographical area, faculty will rotate responsibility for combined group seminars:

	Faculty 1	Faculty 2	Faculty 3	Faculty 4

Before classes begin there will be a two-day orientation program for all students and total staff.

4 Week Cycle:

Week 1	Class visits	Class visits	Class visits	Seminar
Week 2	Student Conferences	Seminar	Student Conferences	Class visits
Week 3	Seminar	Student Conferences	Seminar	Student Conferences
Week 4	Class visits	Class visits	Class visits	Class visits

Week 14 and week 15 will include evaluations and total group meetings.

Student Schedule:

1. Student will present a study plan each semester for work to be accomplished.
2. By the second month of the first semester student will submit a proposal of a course of study that will lead to the award of the Master of Arts Degree.*
3. Student will attend one seminar per week.
4. Faculty will visit site once a week.
5. Student will meet with faculty advisor, by appointment, once a week.

*Student study plans and proposals will be based upon an inventory of assessments and needs. Goals will be those that student and faculty mutually agree as appropriate to professional growth.

The faculty of the program are keenly aware of the students' varying backgrounds and specialities. The usual format of a course outline to be followed by an entire class is inappropriate to these students. Their course of study leading to the Master's degree must be tailored to their own needs. To that end, the following plan will be used:

1. At the start of the program there will be a two-day retreat in order to
(a) describe the philosophy of an individually designed graduate course;
(b) plan the logistics of seminar and conference schedules and site visitations for faculty and students;
(c) allow time for all the participants to get to know each other, interact in a friendly way and overcome the usual anxieties that accompany a new rather long-term commitment.

2. An entrance inventory based upon observation and conference by faculty and students. The inventory will include student's areas of competence, and competencies that need to be developed.

3. One month following the start of classes each student will prepare a preliminary proposal that will outline an overall plan of study for the entire Master's program.

4. By mutual agreement of faculty advisor and student, the proposal will be written in its final form.

5. A semester study plan will be negotiated with the student and faculty for the work to be completed by the close of the current semester.

6. Each semester a new proposal and study plan will be made.

Letters of commitment are on file from the Marin County School Department and the Vallejo Unified School District for the use of classroom and library facilities.

Tentative staffing with 11 students for each faculty member:

Libby Byers, M.A., Early Childhood Education

Elsie Gee, M.A., Early Childhood Education

Betty Halpern, Ed.D., Early Childhood Education

Daisy Mante, M.A., Special Education

Virginia Mitchell, M.A., Early Childhood Education

Mary Ann Newcomb, M.A., Special Education

Deborah Priddy, Ph.D., Special Education

Wendy Roberts, M.A., Special Education

Harriet Shaffer, M.A., Early Childhood Education

Brian Shears, Ph.D., Special Education

(Resumes appear in the Appendix.)

8. CRITERIA

This program will satisfy the following criteria in the External Degree Commission Document:

> Extend degree oriented educational opportunities to people whose occupational, economic, or family responsibilities, or personal preferences do not permit them to spend major blocks of time 'in residence' on a college campus in existent educational programs.

9. CONSORTIUM

The pilot program will be conducted solely by the California State College, Sonoma.

10. LEVEL OF INSTRUCTION

The level of instruction will be graduate only.

11. WHICH EXTERNAL MODEL?

The External Degree Model will be #VII of the Commission Document:

> Group and independent learning intermixed: Intermixture of prescribed and unstructured curricula.

12. USE OF MEDIA

Published tapes on developmental theory will be used as a supplement to class meetings and as a library resource for class projects. Slides made by the faculty will be used to illustrate classroom environments, and as a basis for discussion. Films from the Sonoma State A.V. department and from film libraries throughout the country will be used to highlight the course content and illustrate the variation of program models that are possible.

13. ACADEMIC QUALITY

The proposed pilot program will meet the California State Colleges' standards for academic quality according to the following criteria:

a. Regular Members: Eight of the ten members listed on page 6 are currently employed as full or part time members of the Education Department's faculty. Wendy Roberts has, with the Education Department's approval, taught a curriculum course sponsored by the Extension Department; and Elsie Gee is well known in the Bay Area for her work in training and curriculum development for the Follow Through Program in Berkeley.

b. Identifiable Core: Although the program is designed so that the entire faculty will be working and evaluating at frequent intervals, an identifiable core will be responsible for continuous evaluation of the curriculum and assessment and certification of the students enrolled. Four full time faculty from the education department, i.e. two representing the Special Education Program, and two who will represent the Early Childhood Program are designated:

Dr. Betty Halpern, Early Childhood Education, Associate Professor
Ms. Libby Byers, Early Childhood Education, Assistant Professor
Dr. Brian Shears, Special Education, Associate Professor

c. Access to Library Facilities: Arrangements have been made

with the Marin County Superintendent of Schools and with the Vallejo Unified School District to make their facilities available, especially their curriculum libraries for the students who are enrolled in the External Degree Program. Additional texts and journals will be made available specifically for our students use. Local public libraries, through the inter-library loan service will locate and stock supplementary reading.

d. Evaluation of Performance: A credit/no-credit grading system will be used for the master's thesis. Students will be given the option of obtaining credit/no-credit grades up to a maximum of 10 additional units. The remaining units will be graded AE-No-Credit. The specific authorization of the Chancellor to utilize this grading policy is being requested.

14. LIST OF REQUIRED COURSES for the Complete M.A. Program

a. Prerequisite Course:

Education 415	Social and Psychological Foundations for Diversity in Early Childhood Education	4 units

This course is designed as a screening course. All students seeking entry into the program, regardless of prior experience, will be required to take this course which will be used as a partial basis for determining eligibility for enrollemnt into the program.

b. Required Courses:

All of the courses are listed in the California State College, Sonoma Catalog.

Educ. 420A	Child Development	2 units
Educ. 420B	Child Development	2 units
Educ. 430	Exceptional Children	3 units
Educ. 437AB	Integrated Curriculum in Early Childhood Education	5 units
Educ. 437C	A Developmental Approach to Reading	3 units
Educ. 441	Field Experiences with Exceptional Children	3 units
Educ. 562	Issues and Problems in Special Education	3 units
Educ. 574A	Research Seminar in Education	2 units
Educ. 574B	Research Seminar in Education	2 units
Educ. 575A	Master of Arts Thesis or Project	5 units
		30 units

15. NOT APPLICABLE

16. NOT APPLICABLE

17. CYCLE OF CURRICULAR OFFERINGS

a. It is proposed to begin the first cycle during this summer session 1973. The completion of the thesis is scheduled for the end of the Fall 1974 semester.

Spring 1973

e415 Social and Psychological Foundations for Diversity in Early Childhood Education (4 units) will be offered in Marin and Vallejo as a regular Extension course. This is not a part of the External Degree program but a response to community pressure for tangible evidence that implementation of the M.A. External Degree program proceed without undo delay. There are several advantages to this offering:

(1) faculty will have an opportunity to meet and screen possible applicants for admission;
(2) students will become acquainted with the nature of the program and will have a full semester to make necessary arrangements for their participation;
(3) preliminary applications may be reviewed and considered for admission into the program.

Summer 1973

During the six-week summer session an eight-unit block of three courses will be offered, on campus and in the field as follows:

Education 420A	Child Development (2 units)
Education 430	Exceptional Children (3 units)
Education 441	Field Experiences with Exceptional Children (3 units)

Fall 1973

A block of two courses for a total of eight units:

Education 437AB	Integrated Curriculum in Early Childhood Education (5 units)
Education 437C	A Developmental Approach to Reading (3 units)

Spring 1974

A block of three courses for a total of seven units:

Education 574A	Research Seminar in Education (2 units)
Education 420B	Child Development (2 units)
Education 562	Issues and Problems in Special Education (3 units)

Summer 1974

A block of two courses for a total of seven units:

Education 574B	Research Seminar in Education (2 units)
Education 575A	Thesis or Project (5 units)

b. The proposed date by which the pilot program would be considered for inclusion in the Academic Master Plan of the college as a permanent part of the college's curricular offerings, assuming that the evaluation of the project adjudged it to be a success, would be Fall, 1974, the end of the first cycle.

c. Four to five semesters would be required for completion of the program.

d. Students admitted into the program will be guaranteed that the program will follow to completion its initial pilot phase. Retention of enrolled students will continue as long as those students maintain satisfactory progress.

e. See "a" above.

f. It is tentatively planned that a second cycle will be begun in the fall of 1974. Determination of whether this will be done (or whether it will be postponed to the fall of 1975), will depend upon determination of need, availability of faculty resources, and the evaluation of the success of the first cycle. It is requested that authorization for the pilot program extend from the summer of 1973 through spring of 1977, a period sufficiently long to accommodate two full cycles.

18. ENROLLMENT, ADMISSION, ADVANCEMENT TO CANDIDACY, AND FINAL EVALUATION

Enrollment

Enrollment in courses in this external program will be limited to students who:

a. have obtained a bachelor's degree from an accredited institution;

b. have had two years of practical experience in early childhood and special education;

c. are currently engaged in paid or volunteer full-time participation in an ongoing program for young children (infancy to 8 years old);

d. have completed the "screening course," Education 415, through California State College, Sonoma.

Enrollment in classes in the program by individuals who have satisfied the foregoing requirements but who have not yet been formally admitted to the program will be limited to Education 420A, 430, and 441.

Admission

Admission to the program will be limited to individuals who have satisfied the foregoing requirements and who, as a result of their performance in Education 415 and through the processes listed below, are judged by a committee of program faculty to be individuals whose maturity, experience, previous academic background, and scholastic aptitude indicate a probability of success

in the external curriculum. The review process will include:

a. Submission of autobiographical application that will include
   i. Academic background
   ii. Volunteer community participation
   iii. Work experience
   iv. Personal commitment to programs for young children and special education
   v. Evidence of ability to express complex thoughts in writing.

b. At least two letters of reference from persons in a position to evaluate the applicant's competence in working with children and adults.

c. Two personal interviews (coordinator and one faculty member) to substantiate data in "a" and "b" above; and to make a tentative assessment of emotional stability and motivation.

d. Transcripts to document academic work.

Ordinarily admissions processes will be completed during the period of enrollment in Education 415. The admissions processes must be completed prior to enrollment in Education 437A, 514, and subsequent courses in the curriculum sequence. The program will use Application for Admission forms to be made available by the State University Dean for Continuing Education. Admission into the program does not guarantee an award of the degree.

Advancement to Candidacy

Students will be eligible to apply for advancement to candidacy after they have completed a minimum of 19 semester units of credit, including Education 574A, 420B, and 562. Advancement to candidacy will be determined by a committee of program faculty and will be based on a review of the following information:

a. Evaluation from all instructors in the program from whom the student has taken classes;

b. Evaluation of the student's classroom competence by all members of the faculty who have reviewed the student's classroom performance;

c. An assessment by the committee of the extent to which the student is progressing toward the meeting of the objectives he has established for himself.

The form to be used for advancement to candidacy will be devised in accordance with guidelines to be issued by the State University Dean for Continuing Education.

Evaluation for Graduation

A form to be utilized as the Application for Graduation will be developed in cooperation with the Associate Dean of Admissions and Records. This form will specify all requirements for graduation. A requirement for issuance of M.A. in Early Childhood will be completion of a suitable thesis or project.

19. NUMBER OF FACULTY

a. Eight individuals will teach in the program each semester, four in each study center. In addition, a coordinator will manage the administration of the program. A clerk typist will provide support services.

b. Eighty per cent of the faculty participating in the program will be regular members of the California State College, Sonoma faculty.

c. The program is budgeted so that the coordinator and one member of the teaching staff may participate on released time. The evaluator is not on the college faculty and will be paid according to guideline, 10% of the total budget. The six unit per year limit for extension course teaching will continue to apply to those involved in this program; it may therefore be necessary for those who choose an overtime arrangement to participate on alternate semesters. Several faculty members are regular part-time faculty. Teaching in the External Program will provide them with a fuller teaching load.

20. ESTIMATED ENROLLMENT

a. It is estimated that 88 students will be enrolled in the first cycle.

b. The following evidence supports this estimate:

i. At this writing 90 students are enrolled in Education 415 and have indicated their intent to enroll in the program.

ii. Letters requesting the program have been received from Vallejo Unified School District, Marin Kindergarten Teachers' Association, Novato Unified School District, Marin County Superintendent of Schools Office, Fairfield School District.

iii. Unofficial requests from superintendents and principals from the Marin and Vallejo areas have also been received.

21. FEES AND SALARIES

a. We recommend a fee of $35.00 per semester unit.

b. For the duration of the program the faculty and coordinator will be on released time or paid regular extension salaries.

22-23. THE BUDGET

See attached budget, page 13.

Estimated Budget
First Cycle from June 1973 through Fall Semester 1974

This estimated budget was developed on the assumption that 88 students would complete the first cycle. Salaries have been based upon a 7.5% increase above present faculty and extension schedules. Since students are grouped in sections of 11 students, it would be possible to reduce the schedule and budget by modules of 11 students and related faculty costs; similarly for future planning, groups of 11 students can be used as the basis for developing the necessary budget.

INCOME: 88 students x 30 units x $35.00 per unit = $92,400.00

EXPENSES:

Faculty Costs		
Summer Session 1973	8 units x 2 sections	$ 7,072
Fall Semester 1973	8 units @ 3 locations = 24 units	
1 Assistant Professor	4/15	1,752
1 Associate Professor	4/15	2,346
18 Units @ Extension pay ($442)		7,956
Spring Semester 1974	7 units @ 3 locations = 21 units	
1 Assistant Professor	4/15	1,752
1 Associate Professor	4/15	2,346
15 units @ $442		6,630
Summer Session 1974	7 units	
574B 2 sections (2) @ $442		1,768
575A 2 sections (5) @ $442		4,420
Advisors for Masters Thesis		3,094
		$ 39,136
Coordinator		
Summer Session 1973	2 units	749
Fall Semester 1973	4 units	1,768
Spring Semester 1974	4 units	1,768
Summer Session 1974	2 units	884
		5,169
Clerk Typists, IIA	40% time $489 + 7% benefits = $186/mo	
May 1, 1973 to July 1, 1973		372
September 1, 1973 to August 30, 1974		2,232
		2,604
Travel		
8 faculty + 2 coordinators + evaluator to travel to and from campus and instructional centers		8,500
Instructional Materials and Guest Speakers		3,500
Evaluation (10% of gross income)		9,240
Office of Continuing Education		
Printing, publicity, business and accounting, data processing, registrar, library services, staff benefits, support of Chancellor's Office, office supplies, telephone, postage, Continuing Education professional and clerical staff support		24,251
		$ 92,400

24. NEW MAJORS

The following factors are in support of a new M.A. in Early Childhood Education and Special Education.

Faculty Resources Available:

a. Three of the faculty for the proposed program have doctorates. Of these, one is in Early Childhood Education. Two of the faculty are candidates for the Ph.D. in Early Childhood Education. One member is a Ph.D. candidate in Special Education. One faculty person holds a Master's degree in Early Childhood Education. The others with M.A.'s teach in Early Childhood Education or Special Education on the college level.

Library Resources:

b. Within the past two years approximately 300 volumes that relate to Early Childhood Education have been added to the college library. The library also subscribes to "Young Children," "Child Development," "Merrill Palmer Quarterly," "American Education," "Harvard Educational Review," "Educational Leadership," "Childhood Education," and many other relevant periodicals. The library continues to order volumes as requested by the Early Childhood Education faculty. The Cossack Bookstore has requested the Early Childhood Education 26 page bibliography with indication made for recommended texts available for purchase.

The college's audio-visual department now has approximately 15 to 20 films available for classroom use. In addition, the AV department has made available facilities for making slides, transparencies and video-tapes.

Need for the New Major:

c. The increase, in California, of programs for young children has created a need for highly trained personnel at the Master's level. New programs, in response to the Wilson Riles' Task Force recommendations for Early Childhood Education, will be implemented at the public school district level. Kindergarten and primary teachers need additional college work to prepare them to work with children who are developmentally younger than those to which they are accustomed. Increased Federal and State funding are creating new compensatory education programs for young children that will need to be competent in knowledge and performance in developing appropriate curricula for the children they serve. They will also need to relate to, and use community resources. They will need to be sensitive to parental concerns, and know

how to include parents and other volunteers at every level of their programs. In short, persons need to be trained for working with each of the components that the Federal Interagency Agreement requires of programs for young children: Education, Health, Social Services, Psychological Services, Parent Participation, and Community Involvement.

25. SERVICE REGION

During the pilot phase the program will be offered in the following areas: Marin-Southern Sonoma County; Napa-Vallejo-Fairfield areas. Howie DeLane, Director of the Vallejo Unified School District's Preschool Program has high priority on the proposed program to implement the career development component for her staff. She has also informed us of telephone calls from other public school administrators expressing interest in the program on behalf of the kindergarten teachers in their schools. In Marin, the Marin Kindergarten Teacher's Association has met with Dr. Betty Halpern to develop the proposed curriculum. The design of the program is such that new modules may be located in any of the areas of the college service region as long as there is a minimum of eleven students in each group. Thus much of the rural area served by CSCS can be accommodated.

26. CONSULTATION WITH OTHER SECTORS

The proposed program will meet a need not being met in this geographic area by any other institution of higher education. Dominican College does not offer an M.A. in Early Childhood Education. A number of courses in Special Education are listed in the catalog as well as one kindergarten course. No objection was made to the implementation of this program.

27. PROJECT EVALUATOR

a. The project evaluator is David Elliott, Ed.D., formerly professor of Early Childhood Education at the University of California, Berkeley.

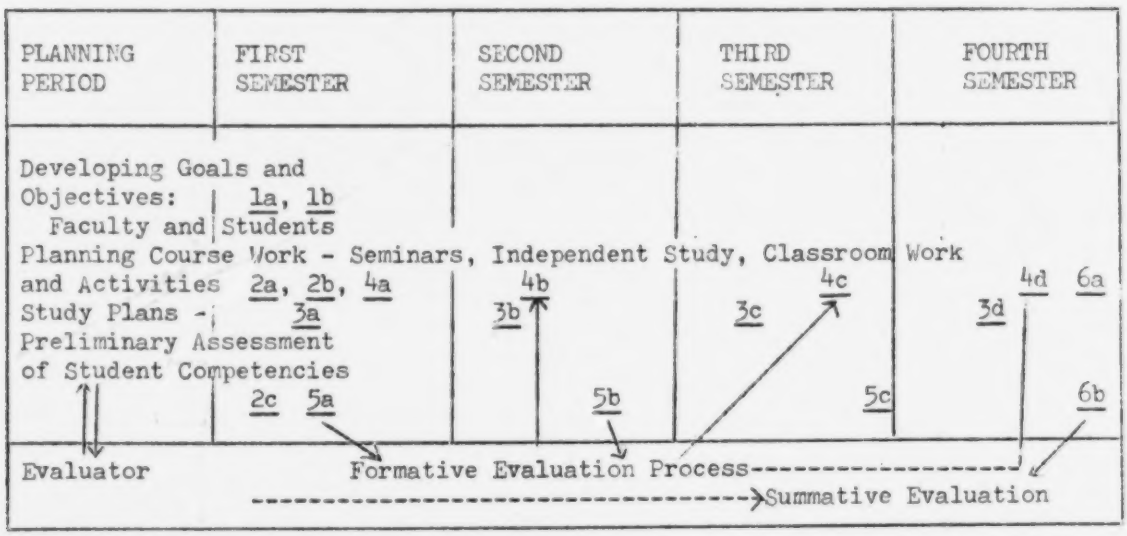
b. Dr. Elliott is a nationally known scholar in the field of early education. His experience listed in his resume (see appendix) reflects academic rigor combined with humanistic values. We are complimented that he has consented to join the project.

c. Dr. Elliott's sole relationship to the project is that of an evaluator.

d. Evaluator's salary and related costs have been included in the budget and will be paid through extension fees.

28. EVALUATION DESIGN

At this writing, the evaluation design has not been fully developed, but a preliminary sketch and a few of the objectives are set forth as follows:



Data collecting methods to include: examination of written records, student written work, questionnaire and interview, classroom observations, student and faculty logs, and others. The major focus of the evaluation will be upon process and product objectives worked out with individual students, and feedback will be provided to the participants at the beginning of each semester.

1. Project faculty writes statement of goals and objectives in cooperation with project evaluator:

   a. Process Goals and Objectives
   b. Product Goals and Objectives

2. Faculty confers with students during first month of the program to:

   a. Assess student needs, interests, purposes for enrolling.
   b. Cooperatively develop overall plan for the M.A. degree for each student.
   c. Administer "baseline" assessment instrument (to be developed by the evaluator in consultation with the faculty) and make initial classroom observations.

3. Faculty and students work out study plans for work to be completed each semester by each student:

   a. 1st Semester
   b. 2nd Semester
   c. 3rd Semester
   d. 4th Semester

4. Faculty and students carry out instructional activities (seminars, demonstrations, independent study, etc.) each semester:

   a. 1st Semester
   b. 2nd Semester
   c. 3rd Semester
   d. 4th Semester

5. Assessments of program implementation (process) and student progress (product) made during and at the end of each semester: a. b. c. d. Findings used to plan next semester's work.

6. Final evaluations made by faculty, students and evaluator:

   a. Process (in light of 1a, 2b, 3a-d, 4a-d)
   b. Product (1b, 2a & 2c, 5a-c)

Process Objective #1

One hundred students will be admitted in the Spring 1973 semester. This number allows for an attrition of 12 students, and a minimum of 88 students will be maintained.

Data:

1. Applications for admission as degree candidates on file in the Office of the Dean of Continuing Education.

2. Class enrollment rosters.

3. Waiting list on file with the program coordinator for replacement of students lost by attrition.

Criteria:

The objective will be met for the Spring 1973 semester if no more than 100, and no less than 88 students are enrolled in classes. The objective for subsequent semesters will be met by replacing students who have dropped out of the program according to the procedure outlined in #18.

Responsibility:

Audit of records by Project Evaluator within two weeks after class rosters are issued each semester.

Process Objective #2

One hundred per cent of the students enrolled will be participating in an on-going program for young children or a special education program for young children.

Data:

1. The information will be collected by means of verifying letters of employment or voluntary participation. The letters will be written by supervisory personnel on official stationery.

2. Records will be maintained by the coordinator of the program.

Criteria:

The objective will be satisfied if it is determined that all of the students are employees or participants in the above named programs.

Responsibility:

The Project Evaluator will review and verify all records.

Process Objective #3

At least 30% of those enrolled would not have been able to attend a resident program leading toward a degree or certificate.

Data:

A survey will be on file in the program coordinator's office. It will include the following information:

1. Length of time student has lived in the area.

2. Date of last course taken on campus.

3. Work schedule.

4. Family responsibilities:
   i. Number of children
   ii. Ages of children
   iii. Presence of extended family.

5. Size of income.

6. Distance from campus.

Criteria:

The objective will have been met if the data from the survey indicates that in at least 30% of the population sampled circumstances such as those listed above prevent regular attendance to campus programs. Note that the survey will not include data about sociological or tempremental factors that may discourage women from becoming a part of the mainstream of campus life. The criteria for this project will pertain to the measureable, factual circumstances of the students' lives.

Responsibility:

Audit and analysis of data by evaluator during the first semester of the program.

Process Objective #4

The laboratory settings will be the classrooms in which the students are employed.

Data:

1. Field inspection of the classroom settings in Marin-Southern Sonoma County and Napa-Vallejo-Fairfield areas.

2. Course schedule listing classrooms, dates and hours of use.

Criteria:

The objective will be met if 85% of the laboratory assignments and observations take place in classrooms of students who are enrolled in the program. Visits to other programs in the Bay Area will also be encouraged to give students an opportunity to observe program models that are different from their own.

Responsibility:

The evaluator will keep a record of the location and schedule of all class meetings throughout the four semesters that the program will be in operation.

Process Objective #5

Reference and reading materials for students' use will be available in Marin-Southern Sonoma County and Napa-Vallejo-Fairfield areas.

Data:

1. Curriculum libraries located in the Vallejo Unified School District Office, and the Marin County Schools' Office will be supplemented by texts, journals and pamphlets from the Early Childhood and Special Education campus resources. Ms. Betty Bacon, head librarian at the Vallejo Public Library has been cooperating with our program and will continue throughout the duration of the program.

2. Reprints of significant articles will be distributed to students.

3. Local public libraries will be surveyed for relevant material.

4. Students' own library will be pooled for program use.

Criteria:

Ninety-five per cent of the reading material used for class preparation will be available to students in their local communities. This objective applies to class assignments and not to Master's theses or projects. It is understood that individual Master's research may require students to leave their home base in search of material other than that used in planned classroom or seminar studies.

Responsibility:

At the end of each semester, students will report to the evaluator about the availability of reading material for classroom and laboratory assignments. Evaluator will tabulate the results and include them in the end-of-project report.

Process Objective #6

The program emphasis will be upon students performance with children in the classroom. Students discussions and reports will describe actual rather than theoretical settings and events. Note that although interpretations and strategies may be placed in a theoretical context, empirical evidence will buttress abstract speculation.

Data:

1. Faculty observation of students working with children in their classrooms.

2. Classroom discussions based upon events that occurred in the daytime settings with young children.

3. Sampling of the content of seminar discussions and reports.

Criteria:

The objective will be met if more than 60% of the course work content is based upon the actual circumstances of the students' work settings.

Responsibility:

The program evaluator will conduct a sampling of the laboratory setting and seminar content of each group of students in each geographical setting.

29. NOT APPLICABLE

30. FINANCIAL AIDS

Limited money is available through districts.